

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: CAMDEN'S PRIDE CHARTER SCHOOL	School: CAMDEN'S PRIDE CHARTER SCHOOL
Chief School Administrator: JOSEPH CONWAY	Address: 897 31 ST STREET CAMDEN, NJ 08105
Chief School Administrator's E-mail: jconway@camdensn.org	Grade Levels: K-4
Title I Contact: WILLIAM HELMBRECHT	Principal: REBECCA BRINKMANN PHELAN
Title I Contact E-mail: bhelmbrecht@camdensn.org	Principal's E-mail: rbrinkmann@camdensn.org
Title I Contact Phone Number: (856) 365-1000 EXT. 102	Principal's Phone Number: (856) 365-1000 EXT 401

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____ 4 _____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ _____ 196,353 _____, which comprised _____ 6 _____% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ _____ 203,045 _____, which will comprise _____ 6 _____% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Salaries (Resource & Basic Skills)	Problems 1, 2, & 3	Resource Support	100-100	53, 000
Salaries (Extended Year and Day)	Problems 1, 2 & 3	Extended Year and Day	100-100	71, 000
Loti	Problems 1, 2& 3	Loti Digital Age	100-600	15,000
Loti	Problems 1 & 2	Loti Digital Age	200-300	9,800
Reading Mastery	Problems 1 & 3	Reading Mastery	100-600	35, 000

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

**Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Rebecca Brinkmann Phelan	Principal	X	X	X	
Mariel Smith	Head Teacher of Curriculum	X	X	X	
Brian Reiter	Head Teacher of 3 rd , 4 th , & Specials	X	X	X	
Nikita Floyd	Head Teacher K-2	X	X	X	
Erica Alimario	Resource	X	X	X	
Jaymarie Torres	Parent	x	X		
Daniella Rivera	Parent	x	X		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
June 1, 2015	Conference Room	Comprehensive Needs Assessment	YES		YES	
June 10, 2015	Conference Room	Schoolwide Plan Development	YES		YES	
June 16, 2015	Conference	Program Evaluation	YES		YES	
August 20, 2015		Plan Implementation	TBD		TBD	

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<p>What is the school's mission statement?</p>	<p>The purpose of Camden's Pride Charter School is to provide a nurturing environment that instills within its students foundation skills and character attributes necessary for the development of educated, forward looking, and responsible adults.</p> <p>The Foundation Academics: Camden's Pride Charter School curriculum will be anchored by the New Jersey Core Curriculum Content Standards and will be delivered in a small-school, theme-based environment. The school will utilize technology to its greatest capacity to deliver a dynamic program that meets the needs of continual incoming classes. A special focus will be placed on enhancing our students' skills in literacy, mathematics and technology.</p> <p>Experiences: Camden's Pride Charter School will seek to bring the classroom outside of the school and into the surrounding community. Camden's Pride Charter School will strive to continually establish partnerships with business, non-profit organizations and institutes of higher learning to provide the students with opportunities to expand their experiences.</p> <p>Character: Camden's Pride Charter School will create a safe, caring environment that is non-biased and open to all learners. Camden's Pride Charter School will provide programs and service projects that develop critical thinking, team-building and ethical problem solving skills. Through this learning process students will establish intellectual habits, build character traits that will stimulate student enthusiasm and interest in their world and society.</p> <p>The mission statement was developed by the founding board, stakeholders, and lead person. It was a</p>
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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

	part of the Charter Application, which was submitted in 2006 and approved for opening in 2008. The mission and vision statement was analyzed during the reapplication process, which occurred in 2011. The board, stakeholders, and the lead person revisited it.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

We implemented the program as planned. With the support of trainings and the monitoring that occurred in 2013, the implementation has run smoothly.

2. What were the strengths of the implementation process?

The program has continued to grow each year and is addressing the specific needs of our students. The increase of the technology use has supported the development of the program. The professional development has continued to support the needs of our students and staff.

3. What implementation challenges and barriers did the school encounter?

Some barriers are still continuing to communicate between the program implementation and business/finance side of the program. It is important to have regular meetings to address implementation.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

During the Needs Assessment, there was input from various stakeholders to address specific target areas. While the school has continued to demonstrate student growth in academic achievement, there is still a significant need of improvement in language arts development. Technology use has increased, but there still needs additional technology support and professional development for the staff in Language Arts.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Communication is necessary for buy-in from all the stakeholders to implement the programs. For the staff, during school meetings and professional development, the programs are discussed. For the parents, through parent/teacher conferences, parent orientations, phone calls, and fliers, the programs are reviewed. Presentations are made to the Board.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

It is important to continue to update the staff on how the Schoolwide program. Many staff members, specifically the newer staff, might not be aware of the Schoolwide program and its impact on students. During the summer professional development, Title 1 programs are reviewed with the staff. Formal and informal feedback is used to measure the staff's perception.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

It is important to continue to update the community on how the Schoolwide program. Many community members might not be aware of the Schoolwide program and its impact on students. During this past parent orientation, the schoolwide program was clearly explained and specific programs were identified.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

The methods varied depending on program. During the extended afterschool program, students worked in group sessions. The basic skills classroom with technology focus was also small group. One-on-One support was provided through our resource interventionist. There was coaching and group sessions for staff professional development.

9. How did the school structure the interventions?

The interventions were structured through the identifications of the specific needs of the students. Formal and informal assessments are used to determine intervention needs.

10. How frequently did students receive instructional interventions?

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

The basic skills class was two times a week for a forty-five minute period. The extended after school program was a 5 week program for a hour each day after school. The resource interventionist worked with students on an individual level daily. There is a need for increased interventions.

11. What technologies did the school use to support the program?

The technology that was utilized to support the program was Chromebooks, IPADS, Reading Eggs, IXL, and Measuring Up Live! A Basic skills class was created to support learning needs through computer applications. LOTI professional development focused on turning up the HEAT, which has the technology component.

12. Did the technology contribute to the success of the program and, if so, how?

Technology has been a focus during the program with the purchase of iPads and chromebooks. During the coming schoolwide plan, iPads and chromebooks will be utilized more frequently. Loti continues to reinforce turning up the HEAT in the classroom, with the technology component.

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	31	TBD	Basics Skills Technology Class, Extended Year Programs, Measuring Up Live!, IXL, 100 Book Challenge, Guided Reading, Resources	The state assessment test of NJASK changed to the PARCC. At this time, it is difficult to determine which interventions were successful in resulting in proficiency.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			Support for I&RS, Loti	
Grade 5	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	10	TBD	Basics Skills Technology Class, Extended Year Programs, Measuring Up Live!, IXL, 100 Book Challenge, Guided Reading, Resources Support for I&RS, RTI, Small Groups, Loti, Envisions,	The state assessment test of NJASK changed to the PARCC. At this time, it is difficult to determine which interventions were successful in resulting in proficiency.
Grade 5	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language	2013 -	2014 -	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Arts	2014	2015		proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	8	14	Basics Skills Technology Class, Extended Year Programs, IXL, 100 Book Challenge, Guided Reading, Resources Support for I&RS, Loti, RTI, Small Groups	MAP Benchmarking was used instead of Terra Novas this year. There was a Mean RIT Growth of 12.8 points. 44% of the students are at met their spring RIT goal. 71% of students were at or above grade level mean.
Grade 1	9	9	Basics Skills Technology Class, Extended Year Programs, IXL, 100 Book Challenge, Guided Reading, Resources Support for I&RS, Loti, Transitional 1 st Grade, RTI, Small Groups	MAP Benchmarking was used instead of Terra Novas this year. There was a Mean RIT Growth of 23.3 points. 80% of the students are at met their spring RIT goal. 83% % of students were at or above grade level mean.
Grade 2	8	16	Basics Skills Technology Class, Extended Year Programs, IXL, 100 Book Challenge, Guided Reading, Resources Support for I&RS, Loti, Measuring Up Live! RTI, Small Groups	MAP Benchmarking was used instead of Terra Novas this year. There was a Mean RIT Growth of 16.6 points. 74% of the students are at met their spring RIT goal. 67% % of students were at or above grade level mean.
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	12	16	Basics Skills Technology Class, Extended Year Programs, IXL, 100 Book Challenge, Guided Reading, Resources Support for I&RS, Loti,	MAP Benchmarking was used instead of Terra Novas this year. There was a Mean RIT Growth of 11.5 points. 65% % of students were at or above grade level mean. There were not spring growth goals, since the test was administered in the winter.
Grade 1	7	10	Basics Skills Technology Class, Extended Year Programs, IXL, 100 Book Challenge, Guided Reading, Resources Support for I&RS, Loti, Transitional 1 st Grade	MAP Benchmarking was used instead of Terra Novas this year. There was a Mean RIT Growth of 23.5 points. 85% of the students are at met their spring RIT goal. 81% % of students were at or above grade level mean.
Grade 2	8	10	Basics Skills Technology Class, Extended Year Programs, IXL, 100 Book Challenge, Guided Reading, Resources Support for I&RS, Loti,	MAP Benchmarking was used instead of Terra Novas this year. There was a Mean RIT Growth of 22.3 points. 93.5% of the students are at met their spring RIT goal.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

			Measuring Up Live!	79% % of students were at or above grade level mean.
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Resource Support, RTI, Loti Benchmarks, IXL, Renaissance, Instructional Tools for turning up the HEAT	YES	Loti Benchmarks, MAP Benchmarking, Target Goals for PARCC	<p>70% percent of students are above grade level for MAP Benchmarking in Language Arts. 65% percent of the students of reached their growth target. There was a mean RIT growth of 14.53. 68% of students with disabilities reached their student growth goal.</p> <p>Loti BAMS demonstrated an increase of 10% during the school year.</p> <p>PARCC progress targets will be coming in the fall.</p>
Math	Students with Disabilities	Resource Support, RTI, Loti Benchmarks, IXL, Renaissance, Instructional Tools for turning up the HEAT	YES	Loti Benchmarks, MAP Benchmarking, Target Goals for PARCC	<p>76% percent of students are above grade level for MAP Benchmarking in Mathematics. 86% percent of the students of reached their growth target. There was a mean RIT growth of 18.8. 78% of students with disabilities reached their growth goal.</p> <p>Loti BAMS demonstrated an increase of 10% during the school year.</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					PARCC progress targets will be coming in the fall.
ELA	Homeless	Resource Support, Basic Skill Technology Class, Transitional First Grade classroom, RTI Loti Benchmarks, IXL, Renaissance, Instructional Tools for turning up the HEAT	YES	Loti Benchmarks, MAP Benchmarking, Target Goals for PARCC	<p>70% percent of students are above grade level for MAP Benchmarking in Language Arts. 65% percent of the students of reached their growth target. There was a mean RIT growth of 14.53. There was one student that was identified as homeless.</p> <p>Loti BAMS demonstrated an increase of 10% during the school year.</p> <p>PARCC progress targets will be coming in the fall.</p>
Math	Homeless	Resource Support, Basic Skill Technology Class, Transitional First Grade classroom, RTI Loti Benchmarks, IXL, Renaissance, Instructional Tools for turning up the HEAT	YES	Loti Benchmarks, MAP Benchmarking, Target Goals for PARCC	<p>76% percent of students are above grade level for MAP Benchmarking in Mathematics. 86% percent of the students of reached their growth target. There was a mean RIT growth of 18.8. There was one student that was identified as homeless.</p> <p>Loti BAMS demonstrated an increase of 10% during the school year.</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					PARCC progress targets will be coming in the fall.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	ELL Support through I&RS and ELL Resource Pullout and Push in	Yes	Access to ELLs and WIDA	Individualized learning plans need to continue to help address the needs of our ELL population. Staff needs additional professional development in providing the appropriate support for our students. The ELL support significantly increased this year with additional staff support.
Math	ELLs	ELL Support through I&RS and ELL Resource Pullout and Push in	Yes	Access to ELLs and WIDA	Individualized learning plans need to continue to help address the needs of our ELL population. Staff needs additional professional development in providing the appropriate support for our students. The ELL support significantly increased this year with additional staff support.
ELA	Economically Disadvantaged	Resource Support, Basic Skill Technology Class, Transitional First Grade classroom, RTI Loti Benchmarks, IXL, Renaissance, Instructional Tools for turning up the HEAT	Yes	Loti Benchmarks, MAP Benchmarking, Target Goals for PARCC	70% percent of students are above grade level for MAP Benchmarking in Language Arts. 65% percent of the students of reached their growth target. There was a mean RIT growth of 14.53.. Loti BAMS demonstrated an increase of 10% during the school year.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					PARCC progress targets will be coming in the fall.
Math	Economically Disadvantaged	Resource Support, Basic Skill Technology Class, Transitional First Grade classroom, RTI Loti Benchmarks, IXL, Renaissance	Yes	Loti Benchmarks, MAP Benchmarking, Target Goals for PARCC	<p>76% percent of students are above grade level for MAP Benchmarking in Mathematics. 86% percent of the students of reached their growth target. There was a mean RIT growth of 18.8.</p> <p>Loti BAMS demonstrated an increase of 10% during the school year.</p> <p>PARCC progress targets will be coming in the fall.</p>
ELA	All Students	Resource Support, Basic Skill Technology Class, Transitional First Grade classroom, RTI Loti Benchmarks, IXL, Renaissance, Instructional Tools for turning up the HEAT	Yes	Loti Benchmarks, MAP Benchmarking, Target Goals for PARCC	<p>70% percent of students are above grade level for MAP Benchmarking in Language Arts. 65% percent of the students of reached their growth target. There was a mean RIT growth of 14.53.</p> <p>Loti BAMS demonstrated an increase of 10% during the school year.</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					PARCC progress targets will be coming in the fall.
Math	All Students	Resource Support, Basic Skill Technology Class, Transitional First Grade classroom, RTI Loti Benchmarks, IXL, Renaissance, Instructional Tools for turning up the HEAT	Yes	Loti Benchmarks, MAP Benchmarking, Target Goals for PARCC	<p>76% percent of students are above grade level for MAP Benchmarking in Mathematics. 86% percent of the students of reached their growth target. There was a mean RIT growth of 18.8.</p> <p>Loti BAMS demonstrated an increase of 10% during the school year.</p> <p>PARCC progress targets will be coming in the fall.</p>

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with	Before School Program,	YES	Homework Completion,	Students have opportunity to complete

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disabilities	After School Program, and "After" After School Program, Summer Program		MAP Scores, Report Card Grades, PARCC Scores, Attendance, Loti Benchmarks, and Reading Levels.	<p>homework assignments and get extra support with homework. The after school program was utilized effectively to support the academic needs of the students after it was made mandatory for students. There must be a more of an academic focused and individualized instruction for the students' individualized needs. The summer program continues to maintain the learning levels of students.</p> <p>70% percent of students are above grade level for MAP Benchmarking in Language Arts. 65% percent of the students of reached their growth target. There was a mean RIT growth of 14.53.</p> <p>PARCC progress targets will be coming in the fall.</p>
Math	Students with Disabilities	Before School Program, After School Program, and "After" After School Program, Summer Program	YES	Homework Completion, MAP Scores, Report Card Grades, PARCC Scores, Attendance, Loti Benchmarks, and Reading Levels.	Students have opportunity to complete homework assignments and get extra support with homework. The after school program was utilized effectively to support the academic needs of the students after it was made mandatory for students. There must be a more of an academic focused and individualized instruction for the students'

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>individualized needs. The summer program continues to maintain the learning levels of students.</p> <p>76% percent of students are above grade level for MAP Benchmarking in Mathematics. 86% percent of the students of reached their growth target. There was a mean RIT growth of 18.8.</p> <p>PARCC progress targets will be coming in the fall.</p>
ELA	Homeless	Before School Program, After School Program, and "After" After School Program, Summer Program	YES	Homework Completio , MAP Scores, Report Card Grades, PARCC Scores, Attendance, Loti Benchmarks, and Reading Levels.	<p>Students have opportunity to complete homework assignments and get extra support with homework. The after school program was utilized effectively to support the academic needs of the students after it was made mandatory for students. There must be a more of an academic focused and individualized instruction for the students' individualized needs. The summer program continues to maintain the learning levels of students.</p> <p>70% percent of students are above grade level for MAP Benchmarking in Language Arts. 65% percent of the students of reached their growth target. There was a mean RIT growth of 14.53.</p> <p>PARCC progress targets will be coming in the fall.</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	Before School Program, After School Program, and "After" After School Program, Summer Program	YES	Homework Completion , MAP Scores, Report Card Grades, PARCC Scores, Attendance, Loti Benchmarks, and Reading Levels.	<p>Students have opportunity to complete homework assignments and get extra support with homework. The after school program was utilized effectively to support the academic needs of the students after it was made mandatory for students. There must be a more of an academic focused and individualized instruction for the students' individualized needs. The summer program continues to maintain the learning levels of students.</p> <p>76% percent of students are above grade level for MAP Benchmarking in Mathematics. 86% percent of the students of reached their growth target. There was a mean RIT growth of 18.8.</p> <p>PARCC progress targets will be coming in the fall.</p>
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Before School Program, After School Program, and "After" After School Program, Summer Program	YES	Homework Completion, MAP Scores, Report Card Grades, PARCC Scores, Attendance, Loti Benchmarks, and Reading Levels.	<p>Students have opportunity to complete homework assignments and get extra support with homework. The after school program was utilized effectively to support the academic needs of the students after it was made mandatory for students. There must be a more of an academic focused and</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>individualized instruction for the students' individualized needs. The summer program continues to maintain the learning levels of students.</p> <p>70% percent of students are above grade level for MAP Benchmarking in Language Arts. 65% percent of the students of reached their growth target. There was a mean RIT growth of 14.53.</p> <p>PARCC progress targets will be coming in the fall.</p>
Math	ELLs	Before School Program, After School Program, and "After" After School Program, Summer Program	YES	Homework Completion , MAP Scores, Report Card Grades, PARCC Scores, Attendance, Loti Benchmarks, and Reading Levels.	<p>Students have opportunity to complete homework assignments and get extra support with homework. The after school program was utilized effectively to support the academic needs of the students after it was made mandatory for students. There must be a more of an academic focused and individualized instruction for the students' individualized needs. The summer program continues to maintain the learning levels of students.</p> <p>76% percent of students are above grade level for MAP Benchmarking in Mathematics. 86% percent of the students of reached their growth target. There was a mean RIT growth of 18.8.</p> <p>PARCC progress targets will be coming in the fall.</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Before School Program, After School Program, and "After" After School Program, Summer Program	YES	Homework Completion , MAP Scores, Report Card Grades, PARCC Scores, Attendance, Loti Benchmarks, and Reading Levels.	<p>Students have opportunity to complete homework assignments and get extra support with homework. The after school program was utilized effectively to support the academic needs of the students after it was made mandatory for students. There must be a more of an academic focused and individualized instruction for the students' individualized needs. The summer program continues to maintain the learning levels of students.</p> <p>70% percent of students are above grade level for MAP Benchmarking in Language Arts. 65% percent of the students of reached their growth target. There was a mean RIT growth of 14.53.</p> <p>PARCC progress targets will be coming in the fall.</p>
Math	Economically Disadvantaged	Before School Program, After School Program, and "After" After School Program, Summer Program	YES	Homework Completion , MAP Scores, Report Card Grades, PARCC Scores, Attendance, Loti Benchmarks, and Reading Levels.	<p>Students have opportunity to complete homework assignments and get extra support with homework. The after school program was utilized effectively to support the academic needs of the students after it was made mandatory for students. There must be a more of an academic focused and individualized instruction for the students' individualized needs. The summer program continues to maintain the learning levels of</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>students.</p> <p>76% percent of students are above grade level for MAP Benchmarking in Mathematics.</p> <p>86% percent of the students of reached their growth target. There was a mean RIT growth of 18.8.</p> <p>PARCC progress targets will be coming in the fall.</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Co-Teaching Strategies, Loti Implementation, Guided Reading, 100 Book Challenge	YES	Effective co-teaching lesson plans, Reading Levels, Map Benchmarking Scores.	The co-teaching classroom lesson plans demonstrated an understanding of different co-teaching strategies.
Math	Students with Disabilities	Co-Teaching Strategies, Loti Implementation,	YES	Effective co-teaching lesson plans, Reading Levels, Map Benchmarking Scores.	The co-teaching classroom lesson plans demonstrated an understanding of different co-teaching strategies.
ELA	Homeless	Loti Implementation, Literacy Cookbook, and Writing with Spice.	YES	Benchmark BAMs, Teacher Observation, MAP Scores, PARCC progress targets,	<p>Loti Benchmark Assessments increased by 10%. Teacher Observations and walkthroughs increased H.E.A.T.</p> <p>70% percent of students are above grade level for MAP Benchmarking in Language Arts. 65% percent of the students of reached their growth target. There was a mean RIT growth of 14.53.</p> <p>PARCC progress targets will be coming in the fall.</p>
Math	Homeless	Loti Implementation, Literacy Cookbook, and Writing with Spice.	Yes	Benchmark BAMs, Teacher Observation, MAP Scores, PARCC progress targets,	<p>Loti Benchmark Assessments increased by 10%. Teacher Observations and walkthroughs increased H.E.A.T.</p> <p>76% percent of students are above grade level for MAP Benchmarking in Mathematics 86% percent of the students of reached their growth target. There was a mean RIT growth of 18.8.</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					PARCC progress targets will be coming in the fall.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	ELL Professional Development from Pearson, Literacy Cookbook, Writing with Spice,	YES	Access to ELLS, WIDA	All lesson plans documented ELL support for identified students. Students MAP scores continued to increase and WiDA scores.
Math	ELLs	ELL Professional Development from Pearson,	YES	Access to ELLS, WIDA	All lesson plans documented ELL support for identified students. Students MAP scores continued to increase and WiDA scores.
ELA	Economically Disadvantaged	Loti Implementation, Literacy Cookbook, and Writing with Spice.	YES	Benchmark BAMs, Teacher Observation, MAP Scores, PARCC progress targets,	<p>Loti Benchmark Assessments increased by 10%. Teacher Observations and walkthroughs increased H.E.A.T.</p> <p>70% percent of students are above grade level for MAP Benchmarking in Language Arts. 65% percent of the students of reached their growth target. There was a mean RIT growth of 14.53.</p> <p>PARCC progress targets will be coming in the fall.</p>
Math	Economically Disadvantaged	Loti Implementation, Literacy Cookbook, and Writing with Spice.	Yes	Benchmark BAMs, Teacher Observation, MAP Scores, PARCC progress targets,	Loti Benchmark Assessments increased by 10%. Teacher Observations and walkthroughs increased H.E.A.T.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>76% percent of students are above grade level for MAP Benchmarking in Mathematics. 86% percent of the students of reached their growth target. There was a mean RIT growth of 18.8.</p> <p>PARCC progress targets will be coming in the fall.</p>

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Annual CST Meeting, Parent Orientation, Parent/Teacher Conferences, Family Learning Nights, Night of the Museum.	YES	Attendance Sheets, Reading Logs, Parent Surveys	<p>Parents and students were engaging in reading and mathematics activities during Family Learning Nights. Reading logs and reading activities increased at home.</p> <p>100% Parent participation in Parent/Teacher Conferences.</p> <p>40% attended CST annual meeting.</p>
Math	Students with Disabilities	Annual CST Meeting, Parent Orientation, Parent/Teacher	YES	Attendance Sheets, Parent Surveys	Parents and students were engaging in reading and mathematics activities during Family Learning Nights. Reading logs and

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Conferences, Family Learning Nights, Night of the Museum.			reading activities increased at home. 100% Parent participation in Parent/Teacher Conferences. 40% attended CST annual meeting.
ELA	Homeless	Parent Orientation, Parent/Teacher Conferences, Family Learning Nights	YES	Attendance Sheets, Reading Logs, Parent Surveys	Parents and students were engaging in reading and mathematics activities during Family Learning Nights. Reading logs and reading activities increased at home. 100% Parent participation in Parent/Teacher Conferences.
Math	Homeless	Parent Orientation, Parent/Teacher Conferences, Family Learning Nights,	YES	Attendance Sheets, Parent Surveys	Parents and students were engaging in reading and mathematics activities during Family Learning Nights. Reading logs and reading activities increased at home. 100% Parent participation in Parent/Teacher Conferences.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Parent Orientation, Parent/Teacher	YES	Attendance Sheets, Reading Logs, Parent Surveys	Parents and students were engaging in reading and mathematics activities during

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Conferences, Family Learning Nights, Parent ELL Classes			<p>Family Learning Nights. Reading logs and reading activities increased at home.</p> <p>100% Parent participation in Parent/Teacher Conferences.</p> <p>Spanish Translation was provided at all family events.</p>
Math	ELLs	Parent Orientation, Parent/Teacher Conferences, Family Learning Nights, Parent ELL Classes	YES	Attendance Sheets, Parent Surveys	<p>Parents and students were engaging in reading and mathematics activities during Family Learning Nights. Reading logs and reading activities increased at home.</p> <p>100% Parent participation in Parent/Teacher Conferences.</p> <p>Spanish Translation was provided at all family events.</p>
ELA	Economically Disadvantaged	Parent Orientation, Parent/Teacher Conferences, Family Learning Nights, Night of the Museum.	YES	Attendance Sheets, Reading Logs, Parent Surveys	<p>Parents and students were engaging in reading and mathematics activities during Family Learning Nights. Reading logs and reading activities increased at home.</p> <p>100% Parent participation in Parent/Teacher Conferences.</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					A local children's museum was rented out for the school and parents where they had an opportunity to explore and engage in constructive play with their families. 326 people attended.
Math	Economically Disadvantaged	Parent Orientation, Parent/Teacher Conferences, Family Learning Nights, Night of the Museum.	YES	Attendance Sheets, Parent Surveys	<p>Parents and students were engaging in reading and mathematics activities during Family Learning Nights. Reading logs and reading activities increased at home.</p> <p>100% Parent participation in Parent/Teacher Conferences.</p> <p>A local children's museum was rented out for the school and parents where they had an opportunity to explore and engage in constructive play with their families. 326 people attended.</p>
ELA	All Students	Parent Orientation, Parent/Teacher Conferences, Family Learning Nights	YES	Attendance Sheets, Reading Logs, Parent Surveys	<p>Parents and students were engaging in reading and mathematics activities during Family Learning Nights. Reading logs and reading activities increased at home.</p> <p>100% Parent participation in Parent/Teacher Conferences.</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	All Students	Parent Orientation, Parent/Teacher Conferences, Family Learning Nights	YES	Attendance Sheets, Parent Surveys	Parents and students were engaging in reading and mathematics activities during Family Learning Nights. Reading logs and reading activities increased at home. 100% Parent participation in Parent/Teacher Conferences.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	MAP Benchmarking and Lexile Levels Loti Benchmarking 100 Book Challenge Reading Levels	70% percent of students are above grade level for MAP Benchmarking in Language Arts/Reading. 65% percent of the students of reached their growth target. There was a mean RIT growth of 14.53. 100 Book Challenge Reading Levels continue to increase. Benchmark assessments determine areas of curricular gaps.
Academic Achievement - Writing	Loti Benchmarking/Cold Writes Language MAP Benchmarking	68.5% percent of students are above grade level for MAP Benchmarking in Language . 59% percent of the students of reached their growth target. There was a mean RIT growth of 11.5. Benchmark assessments/Cold Writes determine areas of curricular gaps.
Academic Achievement - Mathematics	MAP Benchmarking Loti Benchmarking	76% percent of students are above grade level for MAP Benchmarking in Mathematics. 86% percent of the students of reached their growth target. There was a mean RIT growth of 18.8. Benchmark assessments determine areas of curricular gaps. The Loti Benchmark continue to show growth and identify standards that needed additional reinforcement for the PARCC.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Family and Community Engagement	Surveys and Attendance	100% Parent Attendance for all Parent Teacher Conferences Two Family Literacy Nights with an average of 150 people attended. 250 people attended the Night of the Museum. 200 people attended the school carnival. Family Surveys demonstrated that 94% are having satisfied with the school. As research shows, parents who are involved in their student's education can make a huge difference in that student's achievement, as reported in the New York Times on November 19, 2011, by Thomas Freidman.
Professional Development	Lessons Plans Formal/Informal Observations Staff Surveys	Professional development opportunities focused on LOTI and turning up the Heat. In addition, there was professional development on Guided Reading and American Reading Company. Professional Development on Co-Teaching strategies continue to support the learning of our students by helping to address issues that arise in the classroom. Additional support is needed on developing understanding of Common Core and alignment to PARCC and model curriculum.
Leadership	Retention of Administration Board Meetings	The administration continues to be consistent since the school was founded in 2008. The Board meets on a monthly basis and has full membership. Head Teacher positions supported leadership of the school.
School Climate and Culture	Surveys Waitlist Retention of Staff Low Mobility Rate of Students	The interest in the school continues to grow as each grade level has a waiting list of over 100 students. There is a mobility rate of 2%. Parents continue to express satisfaction with the school through surveys. There is very little turnover with regards to staff retention.
School-Based Youth Services	HQT Report; Certifications	Staff continues to have appropriate certifications and be highly qualified for an elementary school.
Students with Disabilities	I&RS Committee Meetings and Referrals IEPs	I&RS committee met monthly and was led by the full-time resource teacher. The Child Study Team is a fulltime CST to support the students needs. Additional support is needed to support students with an Response to Intervention. Referrals were limited to the CST due to the support of Resource and RTI
Homeless Students	Individual Learning Plans I&RS Support and Academic Intervention	Support through Network Social Worker and contracted services to support the learning and social needs. I&RS plans are also used to provide support.
Migrant Students	N/A	N/A

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
English Language Learners	Access to ELLs/WIDA	Students that are identified are required to take the ACCESS for ELLs Test. If the test verified the need for service, the students were referred to the I&RS Committee to develop and implement an individual learning plan with modifications for that student. Professional development was provided to all staff; however additional professional develop and support is needed. A fulltime ESL teacher was hired to support the learning needs of the students.
Economically Disadvantaged	Individual Learning Plans Lunch Applications I&RS Committee Meetings and Referral	Those students that were identified “at-risk” due to economic status have individualized learning plans to support their academic and social needs.

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment?

Camden’s Pride utilized a variety of data to complete a needs assessment for the Title I Unified Plan. It was through the combination of using teacher, students, and parent quantitative and quantitative data. The data was analyzed by the NCLB committee and discussed and analyzed with the faculty during the two-week summer professional development. The data collected for the needs assessment determines to the needs of the student population to improve academic achievement, focus professional development needs of the staff, and how to continue to expand the parent involvement opportunities.

2. What process did the school use to collect and compile data for student subgroups?

During the 2014-2015, Camden’s Pride began using NWEA Map for our alternative assessment for all grades. Students took the assessment three times during the school year (fall, winter, spring). Results were organized into such as proficiency level, subject level, cluster score areas, cohort groupings (), gender, ethnic background, social-economic status, and special education. Data was given to the staff during professional development to further disaggregated the data and determine informed inferences on the analysis.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

For the NJASK and MAP Benchmarking, the school followed the proper protocol when administering the standardized tests.

4. What did the data analysis reveal regarding classroom instruction?

The data revealed that more targeted intervention is need with a strong focus in Language Arts with our economically disadvantaged subgroups. The classroom continues to be monitored for differentiated instruction and student-centered learning opportunities to support the learning needs of individualized students. Classroom instruction must be data-driven and teachers must continue to reshape their instruction based on the outcomes of the student achievement.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The data analysis demonstrates that student achievement is related to the professional development program. While a variety of the professional development opportunities have been provided for our staff has been successful, teachers need to be continued to give additional support and professional development throughout the year to implement the new teacher strategies and models in the classroom. The data revealed that the staff needs more professional development in the writing and reading workshop model, with support not just through seminars but coaching as well. In addition, mathematics needs to be supported with supplemental programs. In addition, LOTI needs to provided additional professional development on turning up the HEAT in the classroom.

6. How does the school identify educationally at-risk students in a timely manner?

Teachers and staff members identify educationally at-risk students throughout the year. At-risk students are identified by data analysis of standardized test, teacher recommendation, and student performance. Referrals are made to the I&RS (Intervention and Referral Services Committee). The committee meets on a bi-monthly basis to review interventions, make appropriate recommendations, and monitor the progress of the modifications. The I&RS team develops strategies to assist the student academically, socially and behaviorally. Follow- up meetings occur every 6-8 weeks for review and analysis of the interventions. Data is collected and recorded during the meetings. In some cases, the committee refers the student to the child study team for further evaluation. If the plan is successful, then the plan will continue throughout the school year.

7. How does the school provide effective interventions to educationally at-risk students?

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

The educational plans developed through the I&RS committee give a detailed list of interventions to assist and support the educational needs of the at-risks students. There are variety resources that teachers have access to continue to provide effective assistance. In addition, because the I&RS regularly monitors the progress of the identified students. If effective assistance is not being provided, there are opportunities to determine additional assistance to the students. In addition, the extended times during the school provide more opportunities. Communication with the parents supports effective assistance as well. Response to Intervention will be added next year to help support the “at-risk” students.

8. How does the school address the needs of migrant students?

We currently do not any migrant students. The I&RS committee would provide the appropriate assistance in a timely manner for the students.

9. How does the school address the needs of homeless students?

Camden’s Pride had one student that we had identified as homeless. The I&RS committee would provide the appropriate assistance in a timely manner for the students. We refer homeless students to the McKinney-Vento Services, which is coordinated by the Gloucester County Special Services District. The supplemental services include: tutoring, school supplies, advocacy, counseling, supplemental transportation, health services, and parent activities.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers are in constant communication in the discussion of academic assessments to improve the instructional program and discuss academic assessments throughout the school year at department meetings and grade level meeting. During the summer professional development, standardized test data is analyzed to determine curricular gaps in the instruction. Teachers also are members of the schoolwide committee and I&RS Committee, where data is analyzed and programs are researched to address the sub-groups in need of improving academic achievement.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Camden's Pride Charter School does not have a preschool program. There is an individual kindergarten orientation for all incoming students. The incoming kindergarten students attended a month long orientation in July. Assessments determine classroom placements and learning plans will be developed. In order to prepare the fourth grade for middle school, many similar middle school programs begin in the second half of the school year.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The committee reviewed the data collected throughout the year and discussed the priority problems for the staff. Surveys from staff were also used to address concerns at the end of the year to give greater input. Staff critically analyzed the past year and focused on priority that needed to be address for the coming year. In addition, the MAP and PARCC results help target the specific clusters of focus in both language arts and mathematics.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	LANGUAGE ARTS LITERACY AND READING (with Technology Integration)	MATHEMATICS (with Technology Integration)
Describe the priority problem using at least two data sources	The curriculum continues to develop and be refined as a new grade is added each year. It is a balanced literacy approach, which needs to have a stronger focus on the reading/writing workshop model. There needs to be more individualized instruction to develop students' strengths. The staff members are lacking the basics understanding of the workshop model and professional development is not being fully implemented into the classroom. The staff members are lacking the resources when students are struggling in the content of language arts literacy. There needs to be uniform expectations of the writing workshop model. Teachers need support in PARCC format.	Students need to have a solid foundation of basic math skills in order to complete application of skills. There are curriculum gaps and expectations from teachers. Staff members needed continual understanding on implementing the curriculum that is aligned to the common core and PARCC alignment. Technology needs to be infused on a regular basis to support the learning needs of the students.
Describe the root causes of the problem	MAP Benchmarking scores need to increase in their RIT. In addition, when PARCC scores are reported, there will be additional focus on specific objectives. There are low levels of stamina in reading and writing, with more individualized instruction and interventions need to be put in place in order to support the individualized instruction. Teachers must use professional development in daily practice. The staff members are still young in terms of years of experience and are lacking the background to implement in workshop models in the curriculum and daily instruction. The staff members are in need of additional resources to address the individual learning needs of the classroom. Another root cause was a more effective teacher evaluation process is needed where teachers could be evaluated on HEAT (Higher order thinking, Engaged learning, Authentic connections, and technology use).	There is a need to increase the MAP scores There are still too many teacher-centered lessons, which do not provide students an environment for problem-solving, group work or critical thinking/application to real world scenarios. At the same time, there needs to be more opportunity to practice basic mathematical foundation skills. Direct supervision from content experts needs to occur on a regular basis. Another root cause was a more effective teacher evaluation process is needed where teachers could be evaluated on HEAT (Higher order thinking, Engaged learning, Authentic connections, and technology use). Specific benchmarks needed to set up to determine student progress. Another root cause was a more effective teacher evaluation process is needed where teachers could be evaluated on HEAT (Higher order thinking, Engaged learning, Authentic connections, and technology use).

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Subgroups or populations addressed	All student, with a focus on Special Education, Economically Disadvantage	All student, with a focus on Special Education, Economically Disadvantage
Related content area missed (i.e., ELA, Mathematics)	Language Arts	Mathematics
Name of scientifically research based intervention to address priority problems	<p>Balanced Literacy Program (Cunningham and Scott Foresman) Writing and Reading Workshop Model (Lucy Calkins and 100 Book Challenge- American Reading Company). Guided Reading (Fountas and Pinnell). LoTi Research shows improved student academic achievement while building effective and efficient digital-age learning communities. LoTi Digital-Age Schools also seek to align instructional initiatives (e.g. Daggett's Rigor and Relavance, Marzano's Researched-based Best Practices, Webbs' Depth of Knowledge) into one cohesive program to increase the amount of student H.E.A.T. – Higher order thinking, Engaged learning, Authentic connections, and high quality Technology use in the learning process.</p>	<p>Everyday Math and Envisions Standards-based Instruction Differentiated Instruction Constructivism LoTi Research shows improved student academic achievement while building effective and efficient digital-age learning communities. LoTi Digital-Age Schools also seek to align instructional initiatives (e.g. Daggett's Rigor and Relavance, Marzano's Researched-based Best Practices, Webbs' Depth of Knowledge) into one cohesive program to increase the amount of student H.E.A.T. – Higher order thinking, Engaged learning, Authentic connections, and high quality Technology use in the learning process.</p>
How does the intervention align with the Common Core State Standards?	<p>Integration of reading and writing Intense writing component in the writing process Strategies intervention in reading comprehension Vocabulary Development Reading Focus on Literature, Informational Text, and Foundation Skills Higher Order Thinking LoTi specifically aligns to the Common Core Literacy Standards by turning up the HEAT - Higher order thinking, Engaged learning, Authentic connections, and high quality Technology use in the learning process. It also prepares students for the rigors of college and career readiness.</p>	<p>Follows the Mathematical Standards of Practice and the Domains for a K-4 program.</p> <p>LoTi specifically aligns to the Common Core Mathematics Standards by turning up the HEAT - Higher order thinking, Engaged learning, Authentic connections, and high quality Technology use in the learning process. It also prepares students for the rigors of college and career readiness. LoTi also prides itself on its explorations in Mathematics, which directly align to the Common Core Mathematical Practices.</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Meeting the Needs of our At Risk Students	
Describe the priority problem using at least two data sources	Students identified as having Risk Factors, traditionally do not do as well on standardized tests as compared to other students. On the MAP and previous NJASK scores (2013-2014), the economically disadvantaged and Hispanic populations subgroups scores need to be addressed. Although the Special Education and the LEP populations were not subgroups due to lack of numbers, their group mean on the NJASK is significantly lower than the total population mean score.	
Describe the root causes of the problem	The root cause of this problem is a lack of professional development in educating the at-risk factor groups listed above. Specifically there was a lack of training in differentiated instruction, Co-teaching Strategies for effective classrooms, and Meeting the Needs of our English Language Learners. The I&RS committee continues to support the needs of the students. However, more support is needed in the classroom to address the learning concerns of at-risk students. In addition, many entering kindergarten students come to school lacking basic foundational skills such as letter and number recognition. More time is needed to address these concerns. The transitional 1 st Grade class has continued to support the learning needs of the students. A response to intervention program is needed to continue to support the student at risk. Teachers also need to learn how to make data driven decisions to support the learning needs of our "at-risk" students.	
Subgroups or populations addressed	Students with Disabilities, Economically Disadvantaged, Racial/Ethnic, and LEP populations	
Related content area missed (i.e., ELA, Mathematics)	Language Arts and Math	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

<p>Name of scientifically research based intervention to address priority problems</p>	<p>Align Professional Development to meet objective of exceeding State requirements by providing the following training:</p> <ul style="list-style-type: none"> • 6 Co-teaching Strategies for Effective Classrooms • Inclusion Training • ELL Training • Making Loti the Connection by using the H.E.A.T. Observation Form <p>New Jersey Professional Standards for Teachers and School Leaders Teachers shall understand the practice of culturally responsive teaching (3.7 – 3.10) 3.7 Create a learning community in which individual differences are respected; 3.8 Learn about the diverse students they teach, and the students' families and communities; 3.9 Use strategies to support the learning of students whose first language is not English; and 3.10 Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs.</p>	
<p>How does the intervention align with the Common Core State Standards?</p>	<p>This priority problem ties to the common core by giving teachers tools to help every student to become proficient in these new common core standards.</p>	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	RTI (Response to Intervention)/ I&RS Committee	Lead Person/Resource Teacher	I&RS Learning Plans Daily Lesson Plans Reading Levels Increase	My Sidewalks follows the Response to Intervention Model and is built on the instruction fo phonemic awareness, phonics, fluency, vocabulary, comprehension skills, and strategies as well as student motiovation and engagement as defined necessary by the National Reading Panel for studnets to attain critical reading skills. Peason studies are designed to meet the standards of the What Works Clearinghouse.
Math	Students with Disabilities	RTI (Response to Intervention)/ I&RS Committee	Lead Person/Resource Teacher	I&RS Learning Plans Daily Lesson Plans Reading Levels Increase	My Sidewalks follos the Response to Intervention Model and is built on the instruction fo phonemic awareness, phonics, fluency, vocabulary, comprehension skills, and strategies as well as student motiovation and engagement as defined necessary by the National Reading Panel for studnets to attain critical reading skills. Peason studies are designed to meet the standards of the What Works Clearinghouse.
ELA	Homeless	RTI (Response to Intervention)/ I&RS Committee	Lead Person/Resource Teacher Social Worker	I&RS Learning Plans Daily Lesson Plans Reading Levels Increase	My Sidewalks follows the Response to Intervention Model and is built on the instruction fo phonemic awareness, phonics, fluency, vocabulary, comprehension skills, and strategies as well as student motiovation and engagement as defined necessary by the

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					National Reading Panel for students to attain critical reading skills. Pearson studies are designed to meet the standards of the What Works Clearinghouse.
Math	Homeless	RTI (Response to Intervention)/ I&RS Committee	Lead Person/Resource Teacher Social Worker	I&RS Learning Plans Daily Lesson Plans Reading Levels Increase	My Sidewalks follows the Response to Intervention Model and is built on the instruction for phonemic awareness, phonics, fluency, vocabulary, comprehension skills, and strategies as well as student motivation and engagement as defined necessary by the National Reading Panel for students to attain critical reading skills. Pearson studies are designed to meet the standards of the What Works Clearinghouse.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	ELL Support/Coaching	Lead Person/Resource Specialist/ ELL Teacher	Teacher Lesson Plans. All lesson plans document ELL support for identified students. Observation Walkthroughs Access to ELLs/WIDA	Pearson professional development incorporates scientifically validated programs to build EL teaching capacity by integrating instruction, assessment, and professional development in order to increase student development.
Math	ELLs	ELL Support/Coaching	Lead Person/Resource Specialist/ ELL Teacher	Teacher Lesson Plans. All lesson plans document ELL support for identified students.	Pearson professional development incorporates scientifically validated programs to build EL teaching capacity by integrating instruction, assessment, and professional development in order to

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				Observation Walkthroughs Access to ELLs/WIDA	increase student development.
ELA	Economically Disadvantaged	Loti Digital Age Turning Up the Heat (Ereaders), SmartBoards, center-based learning, IXL(Basic Skills Technology Class), Measuring Up Live, Renaissance, Reading Mastery , Being A Writer	Lead Person	Teacher Daily Lesson Plans Teacher Observations MAP Benchmarking	<p>Research shows that LoTi Digital-Age Schools improve student academic achievement while building effective and efficient digital-age learning communities. LoTi Digital-Age Schools also seek to align instructional initiatives (e.g. Daggett's Rigor and Relavance, Marzano's Researched-based Best Practices, Webbs' Depth of Knowledge) into one cohesive program to increase the amount of student H.E.A.T. – Higher order thinking, Engaged learning, Authentic connections, and high quality Technology use in the learning process.</p> <p>The idea behind Renaissance is that students “get it” when they don’t “get it”, meaning a student wants a card when they see all the fun activities and acknowledgements the students that do receive cards get.</p> <p>Jostens Renaissance® is an acclaimed educational enrichment program that is customized by you and your school community. Jostens Renaissance® empowers you and your school to make it matter by boosting GPAs, increasing attendance, improving school pride and growing graduation rates.</p> <p>One study of <i>Reading Mastery</i> met</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>the WWC evidence standards. This study included both English language learners and English speaking students in grades K–4 in Oregon. The investigators used the <i>Reading Mastery</i> program as a supplement to normal reading instruction for Spanish speaking students who were markedly behind expected reading achievement. The WWC reports only the outcomes pertaining to the English language learner subsample.</p> <p>The National Council of Teachers of English says: “Extensive reading and writing within a particular genre or domain of knowledge improve writing achievement. Indicators of competency/facility with vocabulary, syntactical patterns, fluency, patterns of errors, organizing structures, and even writing processes will all vary from one topic or type of writing to another. These variations mean that control of a particular kind of writing is best supported by ample experience with its use.”</p>
Math	Economically	Loti Digital Age	Lead Person	Teacher Daily Lesson Plans	Research shows that LoTi Digital-Age

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged	Turning Up the Heat (Ereaders) with center based learning, SmartBoards, IXL(Basic Skills Technology Class), Measuring Up Live, Renaissance		Teacher Observations MAP Benchmarking	<p>Schools improve student academic achievement while building effective and efficient digital-age learning communities. LoTi Digital-Age Schools also seek to align instructional initiatives (e.g. Daggett's Rigor and Relevancy, Marzano's Researched-based Best Practices, Webbs' Depth of Knowledge) into one cohesive program to increase the amount of student H.E.A.T. – Higher order thinking, Engaged learning, Authentic connections, and high quality Technology use in the learning process.</p> <p>The idea behind Renaissance is that students “get it” when they don’t “get it”, meaning a student wants a card when they see all the fun activities and acknowledgements the students that do receive cards get.</p> <p>Jostens Renaissance® is an acclaimed educational enrichment program that is customized by you and your school community. Jostens Renaissance® empowers you and your school to make it matter by boosting GPAs, increasing attendance, improving school pride and growing graduation rates.</p>
ELA	At risk students	Transitional 1 st Grade Classroom	Head Curriculum Teacher	Individual Student Growth on MAP Benchmarking and Reading Levels	Research indicates that giving students the opportunity to mature mentally, socially, and emotionally in a nurturing, intellectually stimulating, stress-free environment that has a low pupil-teacher

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					ratio, provides the time students need for developing the readiness skills that make the difference between success and failure in the first-grade classroom. (Harris, 2003)
Math	At risk students	Transitional 1 st Grade Classroom	Head Curriculum Teacher	Individual Student Growth on MAP Benchmarking and Reading Levels	Research indicates that giving students the opportunity to mature mentally, socially, and emotionally in a nurturing, intellectually stimulating, stress-free environment that has a low pupil-teacher ratio, provides the time students need for developing the readiness skills that make the difference between success and failure in the first-grade classroom. (Harris, 2003)

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</u></i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Before School Program, After "After" School Program, Summer Program	Lead Person	Map Benchmarking Progress Targets & Growth Targets Loti Benchmarks will continue	Additional instruction time will lead to greater achievement. According to "Dispelling the Myth: High Poverty School Exceeding Expectations, a 1998 study by the Educational Trust, increasing instructional time in mathematics helped students to meet

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				to increase by 10% Reading levels will continue to increase and maintain over the summer learning and extended program. Homework completion	standards.
Math	Students with Disabilities	Before School Program, After "After" School Program, Summer Program	Lead Person	Map Benchmarking Progress Targets & Growth Targets Loti Benchmarks will continue to increase by 10% Reading levels will continue to increase and maintain over the summer learning and extended program. Homework completion	Additional instruction time will lead to greater achievement. According to "Dispelling the Myth: High Poverty School Exceeding Expectations, a 1998 study by the Educational Trust, increasing instructional time in mathematics helped students to meet standards.
ELA	Homeless	Before School Program, After "After" School Program, Summer Program	Lead Person	Map Benchmarking Progress Targets & Growth Targets Loti Benchmarks will continue to increase by 10% Reading levels will continue to	Additional instruction time will lead to greater achievement. According to "Dispelling the Myth: High Poverty School Exceeding Expectations, a 1998 study by the Educational Trust, increasing instructional time in mathematics helped students to meet standards.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				increase and maintain over the summer learning and extended program. Homework completion	
Math	Homeless	Before School Program, After "After" School Program, Summer Program	Lead Person	Map Benchmarking Progress Targets & Growth Targets Loti Benchmarks will continue to increase by 10% Reading levels will continue to increase and maintain over the summer learning and extended program. Homework completion	Additional instruction time will lead to greater achievement. According to "Dispelling the Myth: High Poverty School Exceeding Expectations, a 1998 study by the Educational Trust, increasing instructional time in mathematics helped students to meet standards.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Before School Program, After "After" School Program, Summer Program, ELL Pull out	Lead Person / ELL Teacher	Map Benchmarking Progress Targets & Growth Targets Loti Benchmarks will continue to increase by 10%	Additional instruction time will lead to greater achievement. According to "Dispelling the Myth: High Poverty School Exceeding Expectations, a 1998 study by the Educational Trust, increasing instructional time in mathematics helped students to meet standards.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				Reading levels will continue to increase and maintain over the summer learning and extended program. Homework completion	
Math	ELLs	Before School Program, After "After" School Program, Summer Program, Pull out program.	Lead Person / ELL Teacher	Map Benchmarking Progress Targets & Growth Targets Loti Benchmarks will continue to increase by 10% Reading levels will continue to increase and maintain over the summer learning and extended program. Homework completion	Additional instruction time will lead to greater achievement. According to "Dispelling the Myth: High Poverty School Exceeding Expectations, a 1998 study by the Educational Trust, increasing instructional time in mathematics helped students to meet standards.
ELA	Economically Disadvantaged	Before School Program, After "After" School Program, Summer Program	Lead Person / I&RS Committee	Map Benchmarking Progress Targets & Growth Targets Loti Benchmarks will continue to increase by 10% Reading levels will continue to increase and maintain over the summer learning and extended	Additional instruction time will lead to greater achievement. According to "Dispelling the Myth: High Poverty School Exceeding Expectations, a 1998 study by the Educational Trust, increasing instructional time in mathematics helped students to meet standards.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				program. Homework completion	
Math	Economically Disadvantaged	Before School Program, After "After" School Program, Summer Program	Lead Person / I&RS Committee	Map Benchmarking Progress Targets & Growth Targets Loti Benchmarks will continue to increase by 10% Reading levels will continue to increase and maintain over the summer learning and extended program. Homework completion	Additional instruction time will lead to greater achievement. According to "Dispelling the Myth: High Poverty School Exceeding Expectations, a 1998 study by the Educational Trust, increasing instructional time in mathematics helped students to meet standards.

****Use an asterisk to denote new programs.***

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with	Co-Teaching Strategies/Coaching	Lead Person/	Effective co-teaching can support the learning needs of all the	Effective co-teaching can support the learning needs of all students in an

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Disabilities	Support	Resource Specialist	students in an inclusion classroom. Lesson Plans will document co-teaching support and differentiated instruction for students. Students will meet growth targets on MAP Benchmarking.	inclusion classroom. (Wilson & Blednick, 2011)
Math	Students with Disabilities	Co-Teaching Strategies/Coaching Support	Lead Person/ Resource Specialist	Effective co-teaching can support the learning needs of all the students in an inclusion classroom. Lesson Plans will document co-teaching support and differentiated instruction for students. Students will meet growth targets on MAP Benchmarking.	Effective co-teaching can support the learning needs of all students in an inclusion classroom. (Wilson & Blednick, 2011)
ELA	Homeless	I&RS Support/Counseling Training	Social Worker/ Resource Specialist	I&RS Learning Plans	Effective co-teaching can support the learning needs of all students in an inclusion classroom. (Wilson & Blednick, 2011)
Math	Homeless	I&RS Support/Counseling Training	Social Worker/ Resource Specialist	I&RS Learning Plans	Effective co-teaching can support the learning needs of all students in an inclusion classroom. (Wilson & Blednick, 2011)
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	ELL Support/Coaching	Lead Person/ Resource Specialist/ ELL Teacher	Teacher Lesson Plans. All lesson plans document ELL support for identified students. Observation Walkthroughs Access to ELLs/WIDA	Pearson professional development incorporates scientifically validated programs to build EL teaching capacity by integrating instruction, assessment, and professional development in order to increase student development.
Math	ELLs	ELL Support/Coaching	Lead Person/ Resource Specialist/ ELL Teacher	Teacher Lesson Plans. All lesson plans document ELL support for identified students. Observation Walkthroughs Access to ELLs/WIDA	Pearson professional development incorporates scientifically validated programs to build EL teaching capacity by integrating instruction, assessment, and professional development in order to increase student development.
ELA	Economically Disadvantaged	Loti Language Arts Implementation/Turning Up the HEAT Coaching/Literacy Cookbook /100 Book Challenge/STEP	Lead Person	LoTi Math Benchmark Assessments: Pre/Post Language BAMS throughout the 2015-2016 school year. The BAMS should demonstrate an increase of 10% Teacher observations and classroom walkthroughs increase in H.E.A.T. by June 2016 Map Benchmarking Target Goals PARCC progress goal targets Increase of Reading Levels	Research shows that LoTi Digital-Age Schools improve student academic achievement while building effective and efficient digital-age learning communities. LoTi Digital-Age Schools also seek to align instructional initiatives (e.g. Daggett's Rigor and Relavance, Marzano's Researched-based Best Practices, Webb's Depth of Knowledge) into one cohesive program to increase the amount of student H.E.A.T. – Higher order thinking, Engaged learning, Authentic connections, and high quality Technology use in the learning process. American Reading Company Longitudinal and quasi-experimental studies have demonstrated American Reading Company's ability to empower teachers to

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					close the achievement gap and improve student reading achievement. STEP The benefits of the assessment have had a measurable impact on teaching and learning in our school. STEP™ has created a common language among teachers, school leaders, parents, and students to talk about teaching and learning. This helps set clear expectations for what all students should be able to know and do in each grade level.
Math	Economically Disadvantaged	Loti Mathematics Implementation/ Coaching	Lead Person	LoTi Math Benchmark Assessments: Pre/Post Math BAMS throughout the 2015-2016 school year. The BAMS should demonstrate an increase of 10% Teacher observations and classroom walkthroughs increase in H.E.A.T. by June 2015 Map Benchmarking Target Goals PARCC progress goal targets	Research shows that LoTi Digital-Age Schools improve student academic achievement while building effective and efficient digital-age learning communities. LoTi Digital-Age Schools also seek to align instructional initiatives (e.g. Daggett's Rigor and Relevancy, Marzano's Researched-based Best Practices, Webb's Depth of Knowledge) into one cohesive program to increase the amount of student H.E.A.T. – Higher order thinking, Engaged learning, Authentic connections, and high quality Technology use in the learning process.
ELA	All Students	Loti Language Arts Implementation/Turning Up the HEAT	Lead Person	LoTi Math Benchmark Assessments: Pre/Post Language BAMS throughout the 2015-2016 school year. The BAMS should demonstrate an increase of 10%	Research shows that LoTi Digital-Age Schools improve student academic achievement while building effective and

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Coaching/Literacy Cookbook /100 Book Challenge/ Teaching Like a Champion/Great Habits, Great Readers Book Study.		Teacher observations and classroom walkthroughs increase in H.E.A.T. by June 2016 Map Benchmarking Target Goals PARCC progress goal targets Increase of Reading Levels	efficient digital-age learning communities. LoTi Digital-Age Schools also seek to align instructional initiatives (e.g. Daggett's Rigor and Relavance, Marzano's Researched-based Best Practices, Webb's' Depth of Knowledge) into one cohesive program to increase the amount of student H.E.A.T. – Higher order thinking, Engaged learning, Authentic connections, and high quality Technology use in the learning process. American Reading Company Longitudinal and quasi-experimental studies have demonstrated American Reading Company's ability to empower teachers to close the achievement gap and improve student reading achievement.
Math	All Students	Loti Mathematics Implementation/ Coaching	Lead Person	LoTi Math Benchmark Assessments: Pre/Post Math BAMS throughout the 2015-2016 school year. The BAMS should demonstrate an increase of 10% Teacher observations and classroom walkthroughs increase in H.E.A.T. by June 2015 Map Benchmarking Target Goals PARCC progress goal targets	Research shows that LoTi Digital-Age Schools improve student academic achievement while building effective and efficient digital-age learning communities. LoTi Digital-Age Schools also seek to align instructional initiatives (e.g. Daggett's Rigor and Relavance, Marzano's Researched-based Best Practices, Webb's' Depth of Knowledge) into one cohesive program to increase the amount of student H.E.A.T. – Higher order thinking, Engaged learning, Authentic connections, and high quality Technology use in the learning process.

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

The schoolwide committee is responsible for evaluating the schoolwide program. The annual review will be conducted internally by school staff.

2. What barriers or challenges does the school anticipate during the implementation process?

Some barriers that are anticipated are continuing to communicate between the program implementation and business/finance side of the program. It is important to have regular meetings to address implementation.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

The school obtains the necessary buy-in from stakeholders by having regular meetings and regularly communicating with them.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

Surveys will be used to gauge the perceptions of the staff.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

The interventions were structured through the identifications of the specific needs of the students. The methods varied depending on program. During the extended afterschool program and summer program, students worked in group sessions. The basic skills classroom with technology focus was also small group. One-on-One support was provided through our resource interventionist.

6. How will the school structure interventions?

The interventions were structured through the identifications of the specific needs of the students. The methods varied depending on program. During the extended afterschool program and summer program, students worked in group sessions. The basic skills classroom with technology focus was also small group. One-on-One support was provided through our resource interventionist.

7. How frequently will students receive instructional interventions?

The basic skills class was two times a week for a forty-five minute period. The extended after school program was a 5 week program for a hour each day after school. The summer program was a four week program which was full day. The resource interventionist worked with students on an individual level daily. The transitional first grade class received daily instruction. There is a need for increased interventions.

8. What resources/technologies will the school use to support the schoolwide program?

The technology that was utilized to support the program were Chromebooks, IPADS, Measuring Up Live, and IXL. A Basic skills class was created to support learning needs through computer applications. LOTI professional development focused on turning up the HEAT, which has the technology component. IPads are used frequently. Smartboards had been added to each classroom.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

The quantitative data will come in the following forms from assessments such as MAP Benchmarking. There will also be the data from the PARCC, instead of NJASK. In addition, there are the Loti Benchmarks in both Language Arts and Mathematics.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

The results will be presented in the parent orientations and Title 1 Annual meeting. The results will be presented the Board of Trustees during a meeting and to the staff during the Summer Professional Development.


**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)



ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.



2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Family Learning Nights, Parent Orientations, Back to School Night, Parent/Teacher Conferences, Annual Parent CST Meetings.	Lead Teacher/ Head Teachers	<p>All parents must attend an orientation each summer with the team leader to discuss and revisit the mission and climate – both academically and behaviorally of the school. 100% parent involvement is expected and mandatory.</p> <p>A Kindergarten Pancake Breakfast is held to orientate the new parents to the school.</p> <p>Spanish Translation is available for all the families.</p> <p>Attendance Sheets</p>	<p><i>Draw on relationships with professional colleagues and students' families for continued guidance and support.</i> Social relationships and collaborative opportunities can play a critical role in supporting teachers in managing disruptive behavior in their classrooms. We recommend that teachers draw on these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies, and support. Source</p> <p> 1373 KB</p>
Math	Students with Disabilities	Family Learning Nights, Parent Orientations, Back to School Night, Parent/Teacher Conferences, Annual CST Meeting,	Lead Teacher/ Head Teachers	<p>All parents must attend an orientation each summer with the team leader to discuss and revisit the mission and climate – both academically and behaviorally of the school. 100% parent involvement is expected and mandatory.</p>	<p><i>Draw on relationships with professional colleagues and students' families for continued guidance and support.</i> Social relationships and collaborative opportunities can play a critical role in supporting teachers in managing disruptive behavior in their classrooms. We recommend that teachers draw on</p>


SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				<p>A Kindergarten Pancake Breakfast is held to orientate the new parents to the school.</p> <p>Spanish Translation is available for all the families.</p> <p>Attendance Sheets</p>	<p>these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies, and support. Source</p> <p> 1373 KB</p>
ELA	Homeless	Family Learning Nights, Parent Orientations, Back to School Night, Parent/Teacher Conferences	Lead Teacher/ Head Teachers	<p>All parents must attend an orientation each summer with the team leader to discuss and revisit the mission and climate – both academically and behaviorally of the school. 100% parent involvement is expected and mandatory.</p> <p>A Kindergarten Pancake Breakfast is held to orientate the new parents to the school.</p> <p>Attendance Sheets</p>	<p><i>Draw on relationships with professional colleagues and students' families for continued guidance and support. Social relationships and collaborative opportunities can play a critical role in supporting teachers in managing disruptive behavior in their classrooms. We recommend that teachers draw on these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies, and support. Source</i></p> <p> 1373 KB</p>
Math	Homeless	Family Learning Nights, Parent Orientations, Back to School Night, Parent/Teacher Conferences	Lead Teacher/ Head Teachers	<p>All parents must attend an orientation each summer with the team leader to discuss and revisit the mission and climate – both academically and behaviorally of the school. 100% parent</p>	<p><i>Draw on relationships with professional colleagues and students' families for continued guidance and support. Social relationships and collaborative opportunities can play a critical role in supporting teachers in managing</i></p>


SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				<p>involvement is expected and mandatory.</p> <p>A Kindergarten Pancake Breakfast is held to orientate the new parents to the school.</p> <p>Attendance Sheets</p>	<p>disruptive behavior in their classrooms. We recommend that teachers draw on these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies, and support. Source</p> <p> 1373 KB</p>
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Family Learning Nights, Parent Orientations, Back to School Night, Parent/Teacher Conferences	Lead Teacher/ Head Teachers	<p>All parents must attend an orientation each summer with the team leader to discuss and revisit the mission and climate – both academically and behaviorally of the school. 100% parent involvement is expected and mandatory.</p> <p>A Kindergarten Pancake Breakfast is held to orientate the new parents to the school.</p> <p>Spanish Translation is available for all the families.</p> <p>Attendance Sheets</p>	<p><i>Draw on relationships with professional colleagues and students' families for continued guidance and support.</i> Social relationships and collaborative opportunities can play a critical role in supporting teachers in managing disruptive behavior in their classrooms. We recommend that teachers draw on these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies, and support. Source</p> <p> 1373 KB</p>


SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	Family Learning Nights, Parent Orientations, Back to School Night, Parent/Teacher Conferences	Lead Teacher/ Head Teachers	<p>All parents must attend an orientation each summer with the team leader to discuss and revisit the mission and climate – both academically and behaviorally of the school. 100% parent involvement is expected and mandatory. 100% Parent/Teacher Conferences is required.</p> <p>Spanish Translation is available for all the families.</p> <p>A Kindergarten Pancake Breakfast is held to orientate the new parents to the school.</p> <p>Attendance Sheets</p>	<p><i>Draw on relationships with professional colleagues and students' families for continued guidance and support. Social relationships and collaborative opportunities can play a critical role in supporting teachers in managing disruptive behavior in their classrooms. We recommend that teachers draw on these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies, and support.</i> Source</p> <p> – 1373 KB</p>
ELA	Economically Disadvantaged	Family Learning Nights	Lead Person	An increase in family attendance in literacy night, along with increase in reading logs for students who attend.	These standards encompass the understanding of human growth; the ability to work with diverse learners; strong communication skills; instructional planning; and the ability to create strong partnerships with parents, colleges, and the community.
Math	Economically Disadvantaged	Family Learning Nights	Lead Person	An increase in family attendance in literacy night, along with increase in homework for students who attend.	These standards encompass the understanding of human growth; the ability to work with diverse learners; strong communication skills; instructional planning; and the ability to create strong

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					partnerships with parents, colleges, and the community.
ELA	All Students	Family Learning Nights, Parent Orientations, Back to School Night, Parent/Teacher Conferences, Family Learning Nights.	Lead Teacher/ Head Teachers	<p>All parents must attend an orientation each summer with the team leader to discuss and revisit the mission and climate – both academically and behaviorally of the school. 100% parent involvement is expected and mandatory.</p> <p>A Kindergarten Pancake Breakfast is held to orientate the new parents to the school.</p> <p>Spanish Translation is available for all the families.</p> <p>Attendance Sheets</p>	<p><i>Draw on relationships with professional colleagues and students' families for continued guidance and support.</i> Social relationships and collaborative opportunities can play a critical role in supporting teachers in managing disruptive behavior in their classrooms. We recommend that teachers draw on these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies, and support. Source</p> <p> 1373 KB</p> <p>These standards encompass the understanding of human growth; the ability to work with diverse learners; strong communication skills; instructional planning; and the ability to create strong partnerships with parents, colleges, and the community.</p>
Math	All Students	Family Learning Nights, Parent Orientations, Back to School Night, Parent/Teacher Conferences, Family Learning Nights.	Lead Teacher/ Head Teachers	All parents must attend an orientation each summer with the team leader to discuss and revisit the mission and climate – both academically and behaviorally of the school. 100% parent involvement is expected and	<i>Draw on relationships with professional colleagues and students' families for continued guidance and support.</i> Social relationships and collaborative opportunities can play a critical role in supporting teachers in managing disruptive behavior in their classrooms.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				<p>mandatory.</p> <p>A Kindergarten Pancake Breakfast is held to orientate the new parents to the school.</p> <p>Spanish Translation is available for all the families.</p> <p>Attendance Sheets</p>	<p>We recommend that teachers draw on these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies, and support. Source</p> <p> 1373 KB</p> <p>These standards encompass the understanding of human growth; the ability to work with diverse learners; strong communication skills; instructional planning; and the ability to create strong partnerships with parents, colleges, and the community.</p>

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

- 1.** How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Parent support and involvement in the academic development of the students is necessary. Their involvement is needed to support the literacy and mathematical learning that occurs at home. Parents must know that they must be active members of our school community and their child's learning. By having active communication, parents, teachers, and administration can begin to work together to address the problems identified in the needs assessment.

- 2.** How will the school engage parents in the development of the written parent involvement policy?

Parent involvement has been instrumental in the development in all aspects of the school. The school has actively sought input from the parents to help develop a written parent involvement policy.

- 3.** How will the school distribute its written parent involvement policy?

All parents must attend a parent orientation every summer for their grade level. They receive their parent/student handbook, which has all information about the coming year. In addition, they receive multiple literacy resources to support their child in the coming grade.

- 4.** How will the school engage parents in the development of the school-parent compact?

Parent involvement has been instrumental in the development in all aspects of the school. The school has actively sought input from the parents to help develop a school-parent compact through surveys and parent conversations.

- 5.** How will the school ensure that parents receive and review the school-parent compact?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

All parents must attend a parent orientation every summer for their grade level. They receive their parent/student handbook, which has all information about the coming year. In addition, they receive multiple literacy resources to support their child in the coming grade. They sign off that they have received a copy of the compact.

6. How will the school report its student achievement data to families and the community?

Student Achievement Data is presented through written publications and school website, Board of Education presentations, NJ State School Report Card, and Performance Framework.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives

(AMAO) for Title III?

During the Summer Parent Orientation, the parents are presented the results of the NJASK (2013-2014) and MAP Benchmarking. PARCC results will not be available. It was explained to the parents on how to interpret the data. In addition, the school's improvement status and disaggregated assessment results were discussed. Additional information was available in the school's annual report and was available on the website.

8. How will the school inform families and the community of the school's disaggregated assessment results?

During the Summer Parent Orientation, the parents are presented the results of the NJASK. It was explained to the parents on how to interpret the data. In addition, the school's improvement status and disaggregated assessment results were discussed. Additional information was available in the school's annual report and was available on the website.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Two parents were involved in the committee meeting. In addition, we have two additional parents who serve on the Board of Trustees who oversee the Title I Schoolwide Plan.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

10. How will the school inform families about the academic achievement of their child/children?

Parents must attend Parent Teacher Conferences, which are held at the end of each marking period. During this time, the teacher and parents meet to review the student progress, student work, benchmark tests, and student portfolio. During the first parent teacher conference, the previous NJASK scores individually reviewed.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

They will be used to continue to support the literacy development of the students through Family Literacy Nights and other Parent Outreach initiatives.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	29	Creating a positive, supportive working environment with many professional development opportunities.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	0	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Creating a positive, supportive working environment with many professional development opportunities and collaboration Mentoring for New Teachers Summer Professional Development Program Reimbursement for Coursework Curriculum and Technology Support	Lead Person